DOCUMENT RESUME

UD 007 640

ED 025 572

By- Gordon, Edmund W., Ed.

IRCD Bulletin, Volume 1, Number 5.
Yeshiva Univ., New York, N.Y. Ferkauf Graduate School of Humanities and Social Sciences.
Pub Date Nov 65
Note- 8p.
EDRS Price MF-$0.25 HC-$0.50
Descriptors- *Bibliographies, Bilingualism, Dialect Studies, *Disadvantaged Youth, Language Ability, *Language Development, *Language Handicaps, Language Instruction, *Language Research, Language Role, Language Styles, Research Methodology, Social Class, Social Dialects, Social Differences, Sociolinguistics

Language development in disadvantaged children and the research related to this area are the subjects of this issue of the IRCD Bulletin. The first part discusses the functions of the various components of language and the effects of language deprivation on disadvantaged youngsters. The educational approaches to teaching language fundamentals which is proposed here implies that correction of pronunciation and grammar should be de-emphasized at the primary grade level. The second part notes the various research approaches to the study of language development--cross-sectional comparisons of social class differences, studies of fundamental processes of language acquisition, and the monitoring of language. Other research orientations include studies of language as a class of metiational behavior, as a social class communication pattern, as interpersonal communication, and as a social dialect. An extensive selected bibliography is included. (NH)

ED025572 07640 Edap

IRCD BULLETIN

A BI-MONTHLY PUBLICATION

FROM THE INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED

PROJECT BEACON
FERKAUF GRADUATE SCHOOL
OF EDUCATION
YESHIVA UNIVERSITY
55 Fifth Avenue
New York, N. Y. 10003

INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED
Ferkauf Graduate School of Education, Yeshiva University

VOLUME I, Number 5 NOVEMBER 1965

LANGUAGE DEVELOPMENT IN DISADVANTAGED CHILDREN

The current interest in the language development of socially disadvantaged children reflects a growing concern that the language which they spontaneously acquire may be a major barrier to their achievement of intellectual and social equality.

The audible manifestation of language is, of course, speech. Because the children with whom we are concerned represent a variety of populations, they produce a variety of different sounds when they speak: the Spanish of the Puerto Rican and Mexican-American children, the tribal languages of the American Indian children, and the Babel of dialects of the urban slums, brought in by poor Negroes and whites from the southern and mountain states. It is important that their diversity be recognized, but it is equally important to acknowledge that language is not merely speech. Diversity of spoken sound does not necessarily reflect a corresponding diversity of underlying language behavior or language structure, and what little we know about the verbal behavior of these populations suggests that many of their problems may well be similar.

In a monolingual society, where the ability to communicate sentiments, thoughts, and characteristics through the verbal symbols of "standard" speech is one of the attributes of the educated man, to be inarticulate in English, or even to be moderately articulate in a low-status dialect is to be inherently unequal. It appears that some such inequality exists for many disadvantaged children. There have been a number of studies comparing the language of disadvantaged children with that of their more privileged peers on such speech measures as sentence length and complexity and size of vocabulary, or on tasks of verbal comprehension. Such studies have consistently indicated the existence of a quantitative deficit among the disadvantaged, though the factors of sex, race, I. Q. and such other variables as the ethnic identity of the experimenter appear to affect the results significantly and often unpredictably. On the whole, however, such studies would seem to indicate that low social status (rather than ethnic status or even bi-lingualism per se) actually does have a quantitatively depressing effect on certain forms of language production. These children know conventional names for fewer things, whether objects or actions; they have a more restricted grammatical range and produce simpler sentences. But language is more than quantity and language behavior consists of a good deal more than countable, audible items. Qualitatively we know almost nothing about language among disadvantaged populations. While psychologists have often confined themselves to counting, linguists have, with a few recent exceptions, absented themselves from this field of study. We have almost no studies analyzing the dialect patterns of complex urban communities. Other than the fact that they are nonstandard, we know almost nothing of the phonologies, grammars or lexicons of the dialects with which we are concerned. Nor do we know much more about the functions of language for these populations.

We do have some studies which examine various of the physical, social, and psychological aspects of lower class home life for their possible effect on the verbal development, the overall intellectual development, or the life-style of the children involved. Considerable attention has been paid to the notion that a particular language style may reflect a particular attitude toward social relationships or a class-defined authority structure in the home. But a paucity of experimental and observational data precludes our viewing as more than theoretical any specific causal relationship between a given style of life and a given language style.

There is some evidence that in many lower-class homes there is less opportunity for adult-child verbal interaction than there is in the typical middle-class home. We know a fair amount about the ontogenous development of language, and the sequence of emergence of various linguistic structures among children. Though such studies have tended to concentrate on middle-class children, they seem to demonstrate clearly that the opportunity for one-to-one interaction with a familiar adult is one of the most effective known language learning situations. It is often assumed, or at least hoped, that in some cases the disadvantaged child is getting significant amounts of "compensatory" language experience in the school. But, though we know little about what goes on in the classroom, it is obvious that even in the ideal situation there is a good deal less verbal interaction between teacher and individual pupil than is often assumed.

If there is less mother-child interaction in the lower-class home, which would seem to be the case, and if, in addition, there is actually little adult-child interaction in the classroom, are there other situations in which these children face more optimal conditions for acquiring language? Actually we know little about the motives involved in language learning. We know, for example, that lower-class children watch TV (as much or more than their middle-class peers) and can frequently reproduce units of standard speech which they have heard on TV. But that such reproduction is non-functional would seem apparent from the fact that such standard speech is not subsequently adopted as a variant appropriate in naturalistic situations unrelated to TV.

While we know only a little about the possible effect on language of lower-class home life, we know even less about the structure of the lower-class community as it relates to the language development of these children. We have much to learn about the kinds of roles which are perceived as prestigious by the children, or about the kinds of speech behaviors which accompany these roles. We know little about the influence of the peer group on language behavior, though it is likely to be a more potent force among the early independent urban slum child than among his middle-class peers. There is an almost total absence of socio-linguistic studies of these populations. Studies which focused simultaneously on both the structure of language and its functions within the home and community could tell us not only what the child's language is but what it does. We want to know what view of the world it expresses and what kinds of natural situations evoke it or are reflected in it.

Even without the school's intervention, language does exist among these children. All too frequently, attempts to improve the verbal performance of these children have assumed a starting point of zero. These children are, so the

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
ED025572 UD 007 640

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

argument goes, "non-verbal," and we must give them language. The fact is that every mentally and physically intact child grows up to be a speaker. While we may question the adequacy of his verbal range or flexibility, he learns to say those things which it seems important to him to say. It has been suggested that language may be less functional for this population. It is probably more accurate to say that it is equally functional in those situations where it is seen as needed, but that such situations may be fewer in a lower-class community.

What is undoubtedly and unfortunately true is that a good deal more effort has been expended in primary school classrooms across the nation on modifying the pronunciation and syntax of lower-class speech, than has been expended on improving language functioning for these children. There are several respects in which such effort is questionable. First, if we are really concerned with social acceptance, we have no information on the kinds of "corrections" which should be emphasized. We do not know which phonological deviations, which syntactical "errors" or which lexical substitutions have the most negative effect on the listener. We do not know which interfere the most with social mobility and which kind of "standard" speech, if any, we should be working toward.

Second, we know that in situations of true bilingualism the introduction of fundamental educational material in the native language provides a promising approach to fostering competence in the dominant, non-native language. The advantage of considering such an approach is that it would substitute for spurious moral judgments of "correct" and "incorrect," notions of practicality and usefulness which are more appropriate to the teaching-learning situation. It is not necessary, of course, that school be conducted in non-standard dialect or in languages other than English. What has been proposed is that we concentrate in the early grades on teaching the fundamentals rather than on the correction of pronunciation and grammar. (Implied within this proposal is a suggestion that perhaps school administrators should be more concerned with teacher competence than with the teacher's own ability to speak a standard dialect.) One specific suggestion has been made that we separate the teaching of reading from phonological considerations. It would not seem inappropriate to permit the child to speak the visual symbol in his own way so long as its experiential meaning was clear to him, for it is unlikely that constant correction of his pronunciation when he has correctly "read" a word is the most effective way to promote literacy.

The third reason why an overly early or severe emphasis on "correct" speech may be educationally questionable is because constant correction of these children seems often to result not in improving their language behavior, but merely in suppressing it. And if our concern is with the maximum development of the child, we must recognize that his language is not merely related to the way he speaks, but to the way he thinks. A low status dialect may hamper his social mobility, but a restricted language development may limit his intellectual potential. This is the crucial issue: not "how well do these children speak," but "how well do these children think?" What is the extent and nature of the relationship between language, thought and learning? How and to what degree do limited verbal skills reflect and/or contribute to the underdevelopment of cognitive capacities? It has often been assumed that the ability of these children to use language as a cognitive tool is impaired in proportion to their inability to communicate in standard English. The question is unanswered as to whether most substandard dialects do provide language structures and resources adequate to the needs of complex communicative or problem solving tasks. If they do, then clearly the school has failed to tap the potential that exists. There is, however, a pervasive conviction that they do not and can not. The restricted style of "lower-class" language is generally viewed as inadequate to the conceptual tasks of modern society. Clearly, if the language forms of these populations at the level to which they have now developed are inadequate to the abstract conceptual demands of science, philosophy, and other complex intellectual disciplines, we have no choice but to intensify our efforts at language modification and substitution in populations which suffer this disadvantage. If, on the other hand, we have failed to make adequate use of the potential resources to be found in a variety of indigenous language styles, it is clearly our charge to develop modifications and utilize substitutions for the "standard" language limitations of traditional educational content, materials and methodology.

J. Gussow

RESEARCH RELATED TO LANGUAGE DEVELOPMENT IN DISADVANTAGED CHILDREN

The psychological literature indicates that there have been several major approaches research has taken in the area of language development in the disadvantaged.

A. One of them is the traditional cross-sectional study comparing middle-class children with lower-class children, where the measures used are the ones that developmental psychologists have been proposing as reliable in highlighting class and ethnic differences. These would include mean sentence length or performance on vocabulary tests, or the somewhat more sophisticated and newer techniques such as the "Cloze" technique. These approaches are not too different from other kinds of cross-sectional studies, which again and again underscore the decreased performance level of the lower-class non-white child.

Of all the many studies of this type, perhaps the most interesting is the Lesser study which compared four ethnically different groups of children at several levels of the social class ladder. Language variables were combined with other variables of intellectual performance, such as spatial visualization, and it was shown that while the ethnic membership of the child produced a certain configuration of intellectual skills, social class affected the overall level of performance within this configuration.

B. There are a number of studies that have used a particular population, such as young disadvantaged children, as a target population in which to study fundamental processes of language acquisition. In Cazden's paper on the child's acquisition of grammar, as yet unpublished, the difference studied is between "modeling" and "expansion." In this type of study the scope of the examination is broadened to include experimental exploration of certain kinds of interventional processes designed for language enrichment and language growth. This is an area in psychological research where there is some promise for breaking away from the purely normative-comparative focus and actually examining directed growth in an educational setting and its impact on changes within children.

C. The approach of simply monitoring the language behavior of young children is of genuine promise. One of the approaches currently under way at the Institute for Developmental Studies (IDS Annual Progress Report, 1965) is the repeated administration of standard telephone interviews. At various points during the four and five-year old's school year, children are given standard questions, relating to their morning's play for example, which are broad enough so that they can be repeated and discussed on the telephone.

Because of the appeal of the telephone, this is an attractive technique for the children, and because of the nature of the telephone, the child has to rely more heavily on verbal communication than he does in the face-to-face interaction situation.

D. A further group of studies examines language as one of the major classes of mediational behavior, namely, the role of words in thought and problem-solving. The research of Arthur Jensen on verbal mediation and its trainability in children of different ethnic and social class backgrounds is a milestone in this area. Here the experimental psychologist employs his tools most productively by not endlessly and repetitively measuring existing differences between groups but by actually participating in a powerful way to modify these differences. In this manner the psychologist can expand the possibilities of using language for cognitive purposes.

Despite the enormous contribution of this type of research, we still lack understanding in the way language which is acquired in a communicative context is transferred, by the growing child, into a tool of thought. We know that this transformation does take place, but the details are not yet understood.

E. The examination of the actual communication patterns in lower and middle-class homes has been much stimulated by the theoretical work of Bernstein. He presents highly elaborated theories of the usage of language in definite social class settings. Although the applicability of this particular model to the American scene has bothered some, it has value in examining, as Hess has done, the diverse patterns of verbal interaction in families of varying social status.

F. Inter-personal communication within a home is not too open to the kind of investigation that social scientists demand. Most of our research has been carried out in settings of our own making, and therefore the transplanting of subjects into that setting, although a long-standing preference, produces a somewhat artificial research style. The adaptation of the psychologist to taking himself, his tools and his approaches, away from the setting of his preference is still in its infancy.

The classical study of Esther Milner which stressed the importance of certain kinds of inter-personal communication of young children of five and six for language and reading has been oft-quoted. She investigated the frequency and the stability of the settings in which communicative interaction might take place between mother and child among middle-class Negro families, as contrasted with lower-class Negro families. Very little, however, has been done to repeat the study, expand it, or modify it in terms of a different research methodology.

G. The study of lower-class language as a substandard dialect is another area where research has developed from a comparative point of view. We find ingrained in this area of psychological research a particular kind of comparative approach which pulls features out of a total system of language and then compares them from group to group. This is done without any clear recognition as to the functional reliance on the set of features for communicative effectiveness within one's own speech community, as contrasted with another. In addition, the very selection of research variables, such as one word units, brings in to question the applicability of these findings to the learning process as it is related to sequences of words or longer passages of words. Our ability to elucidate the process of comprehension, and then the process of production of speech, is limited by our use of very short and very atypical units of language. To offset this limiting choice, we are now gathering longer samples of children's language in an attempt to improve on the vocabulary-test tradition.

In the final analysis we need to expand upon the tradition of comparative and normative research; furthermore, we need to divert emphasis from the stability and reliability of the small unit of speech. We need to research in more profound style the production of language in its natural setting and the functional development of language acquisition. To this end, we might borrow from the psychological-ecological tradition of Barker and Wright.

We must also understand that as long as we have a comparative approach to language modification, in work with the disadvantaged child, we underemphasize the real problem, which is the examination of the relationship between language and learning. As yet we have no systematic knowledge of the ways in which lower-class children use language for cognitive purposes. We assume that because these children perform poorly on certain kinds of standard tests, where the language they are presented with is standard English, their ability to utilize language as a cognitive tool is similarly impaired. What this assumption fails to consider is the functional diversity to which language is put by children of disparate backgrounds. We have in the psychology of this problem no real evidence that substandard English cannot be used for complex problem-solving and accurate communication.

As long as we limit ourselves to modifying substandard speech so that we may improve chances of social mobility, we deprive ourselves of a potentially rich resource - the operational linguistic wealth that the substandard speaker brings with him. It is hoped that in the future we can rely upon the substantial social science tradition of the anthropologists and the linguists to assist psychologists to develop a genuinely functional approach to language development in the disadvantaged.

V. John

SELECTED BIBLIOGRAPHY ON LANGUAGE DEVELOPMENT IN DISADVANTAGED CHILDREN

Anastasi, Anne and Cruz, de Jesus. "Language Development and Nonverbal I.Q. of Puerto Rican Children in New York City." Journal of Abnormal and Social Psychology 48:357-366;1953.

Ashton-Warner, Sylvia. Teacher. New York: Simon and Schuster, 1963. 224 pp.

*Ausubel, David P. "How Reversible are the Cognitive and Motivational Effects of Cultural Deprivation?" Urban Education 1: 16-38;1964.

Bailey, Beryl L. "A Proposal for the Study of the Grammar of Negro English in New York City." Project Literacy Reports. Ithaca, New York: Cornell University, No. 2: 19-22;1964.

Bailey, Beryl L. Jamaican Creole Syntax: A Transformational Approach. Unpublished Doctoral Dissertation, Columbia University, 1964. Dissertation Abstracts, University Microfilms Inc., Ann Arbor, Michigan. (Order No. 64-11, 282)

Barker, George C. "Growing up in a Bilingual Community." The Kiva 17:17-32; 1964.

Barker, George C. "Pachuco: An American-Spanish Argot and its Social Functions in Tucson, Arizona." University of Arizona Bulletin 21:1-3; 1950. (Social Science Bulletin 18)

Barker, George C. "Social Functions of Language in a Mexican-American Community." Acta Americana 5: 185-202;1947.

Barth, Ernest A.T. "The Language Behavior of Negroes and Whites." Pacific Sociological Review 4: 69-72; 1961.

Bellugi, Ursula and Brown, R. (eds.). "The Acquisition of Language." Monograph of the Society for Research in Child Development 29, Whole No. 1; 1964.

Bereiter, C.; Osborn, Jean; Engelmann, S. and Reidford, P.A. "An Academically Oriented Preschool for Culturally Deprived Children." Paper presented at American Education Research Association, Chicago, Illinois, February, 1965.

Berko, Jean. "The Child's Learning of English Morphology." Word 14: 150-177; 1958.

Berlyne, D.E. "Soviet Research on Intellectual Processes in Children." Monograph of the Society for Research in Child Development 28, No.2; 1963.

Bernstein, Basil. "Elaborated and Restricted Codes: Their Social Origins and Some Consequences." American Anthropologist 66:1-34;1964.

*Bernstein, Basil. "Linguistic Codes, Hesitation Phenomena and Intelligence." Language and Speech 5:31-46;1962.

Bernstein, Basil. "Social Class, Linguistic Codes and Grammatical Elements." Language and Speech 5:221-240; 1962.

Bossard, James H.S. "Family Table Talk--An Area for Sociological Study." American Sociological Review 10: 226-237; 1945.

Bossard, James H.S. "The Bilingual Individual as a Person--Linguistic Identification with Status." American Sociological Review 10: 699-709; 1945.

Bossard, James H.S.; Boll, Eleanor S. and Sanger, Winogene P. "Some Neglected Areas in Family-Life Study." Annals of the American Academy of Political and Social Science 272:68-76;1950.

Bott, Elizabeth. Family and Social Network. London: Tavistock, 1957. 252 pp.

Braine, Martin D.S. "The Ontogeny of English Phrase Structure: The First Phase." Language 39:1-13;1962.

Braine, Martin D.S. "Three Suggestions Regarding Grammatical Analysis of Children's Language." Paper presented at the Tenth Annual Conference on Linguistics at the Linguistic Circle of New York, March, 1965.

*Brainin, Sema. "Language Skills, Formal Education and the Lower Class Child." (Working Draft) Training Department, Mobilization for Youth, Inc. January, 1964.

*Brazziel, William F. and Terrel, Mary. "An Experiment in the Development of Readiness in a Culturally Disadvantaged Group of First Grade Children." Journal of Negro Education 31: 4-7;1962.

Brown, Roger W. Words and Things. New York: The Free Press, 1958. 398 pp.

Brown, Roger and Bellugi, Ursula. "Three Processes in the Child's Acquisition of Syntax." Harvard Educational Review 34:133-151;1964.

Brown, Roger; Bellugi, Ursula; Cazden, Courtney and Cooper, Gloria. "The Child's Acquisition of Grammar." Project Literacy Reports, Ithaca, New York: Cornell University, No. 3, 1964.

Brown, Roger and Fraser, C. "The Acquisition of Syntax." Monograph of the Society for Research in Child Development 29:43-79;1964.

Burling, R. "Language Development of a Garo-and-English Speaking Child." Word 15:45-68;1959.

Carroll, J.B. Language and Thought. Englewood Cliffs, New Jersey: Prentice-Hall, 1964. 289 pp.

Carroll, J.B. "Some Psychological Effects of Language Structure." In P. Jock and J. Zubin (eds.) Psychopathology of Communication. New York: Ginn & Stratton, 1958. pp. 28-36.

*Carson, Arnold S. and Rabin, A.I. "Verbal Comprehension and Communication in Negro and White Children." Journal of Educational Psychology 51: 47-51;1960.

Cazden, Courtney. Environmental Assistance to the Child's Acquisition of Grammar. Unpublished Doctoral Dissertation. Harvard University, 1965.

Cherry-Peisach, Estelle. "Children's Comprehension of Teacher and Peer Speech." Child Development 30:467-480; 1965.

Chukovsky, Kornei. From Two to Five. Berkeley, California: University of California Press, 1963. 168 pp.

D'Assare, M.S. and John, Vera P. "A Rating Scale for Evaluation of Receptive, Expressive and Phonetic Language Development in the Young Child." Cerebral Palsy Review 22:3-4,17-19;1961.

Davis, A.L. and McDavid Jr., R.I. "A Description of the Chicago Speech Survey: Communications Barriers to the Culturally Deprived." Project Literacy Reports, Ithaca, New York: Cornell University, No. 2, 1964.

*Deutsch, Martin. "The Role of Social Class in Language Development and Cognition." American Journal of Orthopsychiatry 35:78-88; 1965.

*Deutsch, Martin. "The Verbal Survey." American Journal of Orthopsychiatry 34:213-214; 1964.

Deutsch, Martin and Brown, Bert. "The Relationship of Language Development to Social Class and Intelligence: Interrelationships among Various Facets of Verbal and Conceptual Behavior." Research in Progress. Department of Psychiatry, New York Medical College. 1965.

Deutsch, Martin: Brown, Bert; Cherry, Estelle; Goldstein, Leo and John, Vera. "Relationship of Language Development to Social Class." Taconic Foundation and NIH/Coop. Research in Progress. Department of Psychiatry, New York Medical College, 1965.

Fahey, George L. "The Questioning Activity of Children." Journal of Genetic Psychology 60:337-357;1942.

Fishman, Joshua A. "Language Maintenance and Language Shift as Fields of Inquiry." Linguistics 9: 32-70; 1964.

Fishman, Joshua A. and others. Language Loyalty in the United States. New York: Yeshiva University, 1964. (A mimeographed report in three volumes to the Language Research Section, U.S. Office of Education), The Hague: Mouton & Co. (in press).

Fraser, C.; Bellugi, Ursula and Brown, Roger. "Control of Grammar in Imitation, Comprehension and Production." Journal of Verbal Learning and Verbal Behavior 2: 121-135;1963.

Fries, Charles Carpenter. American English Grammar. New York: Appleton-Century, 1940. 313 pp.

Fries, Charles Carpenter. The Structure of English. New York: Harcourt, Brace, 1952. 304 pp.

Furfey, Paul Hanly. "The Sociological Implications of Substandard English." The American Catholic Sociological Review 5:3-10;1944.

Furth, Hans G. "The Influence of Language on the Development of Concept Formation in Deaf Children." Journal of Abnormal and Social Psychology 63:386-389;1961.

*Golden, Ruth I. "Effectiveness of Instructional Tapes for Changing Regional Speech Patterns." N.D.E.A. Title VII Project No. 559, Washington, D.C.: U.S. Office of Education, 1962. 147 pp., multilith.

Gumperz, John J. and Hymes, Dell (eds.) "The Ethnography of Communication." American Anthropologist 66: No. 6, Part 2; December 1964.

Gumperz, John J. "Types of Linguistic Communities." Anthropological Linguistics, 4:28-40;1962.

Haugen, Einar. Bilingualism in the Americas: A Bibliography and Research Guide. University of Alabama: University of Alabama Press, 1956. 159 pp.

Haugen, Einar. "Planning for a Standard Language in Modern Norway." Anthropological Linguistics 1:8-21,1959.

Heider, Fritz K. and Heider, Grace M. "A Comparison of Sentence Structure of Deaf and Hearing Children." Psychological Monographs 52:43-103; 1940.

Herman, Simon N. "Explorations in the Social Psychology of Language Choice." Human Relations 14:149-164;1961.

*Higgins, C. and Silvers, Cathryne M. "A Comparison of the Stanford-Binet and the Colored Raven Progressive Matrices I.Q. for Children with Low Socio-Economic Status." Journal of Consulting Psychology 22:465-468;1958.

Hockett, Charles F. "Age-Grading and Linguistic Continuity." Language 26:449-457;1950.

Hymes, Dell. "Functions of Speech: An Evolutionary Approach." In F.C. Gruber (ed.) Anthropology and Education. Philadelphia: University of Pennsylvania Press, 1961. pp. 55-83.

Hymes, Dell. Language in Culture and Society: A Reader in Linguistics and Anthropology. New York: Harper and Row, 1964. 764 pp. (Especially Part V: Role, Socialization and Speech; Part VII: Social Structure and Speech Community; and Part VIII: Processes and Problems of Change.)

Hymes, Dell. "Linguistic Aspects of Cross-Cultural Personality Study." In Bert Kaplan (ed.) Studying Personality Cross-Culturally. New York: Row, Peterson & Co. 1961. pp 313-359.

Hymes, Dell. "The Ethnography of Speaking," In T. Gladwin and W.C. Sturtevand (eds.). Anthropology and Human Behavior. Washington, D.C.: Anthropological Society of Washington, 1962. pp. 13-53.

*Irwin, O.C. "Infant Speech: the Effect of Family Occupational Status and of Age on Use of Sound Types." Journal of Speech and Hearing Disorders 13:224-226;1948.

*Irwin, O.C. "Infant Speech: the Effect of Family Occupational Status and of Age on Sound Frequency." Journal of Speech and Hearing Disorders 13:320-323;1948.

Irwin, O.C. "Infant Speech: the Effect of Systematic Reading of Stories." Journal of Speech and Hearing Research 3:187-190;1960.

*Jackson, J.D.; Hess, R.D. and Shipman, Virginia. "Communication Styles in Teachers: An Experiment." Paper presented at American Educational Research Association, Chicago, Illinois, February, 1965. (Executive Off.: J. Gerberich, 1201 16th St., N.W., Washington, D.C.)

*Jensen, A.R. "Learning Ability in Retarded, Average and Gifted Children." Merril-Palmer Quarterly 9:123-140; 1962.

Jensen, A.R. "Social Class and Verbal Learning." In M. Deutsch, A.R. Jensen, and T.F. Pettigrew (eds.) Race, Social Class and Psychological Development. New York: Holt, Rinehart & Winston (in press).

Jensen, A.R. "Learning Abilities in Mexican-American and Anglo-American Children." California Journal of Educational Research 12:147-159;1961.

Jensen, A.R. and Rohwer, W.D., Jr. "The Effect of Verbal Mediation on the Learning and Retention of Paired-Associates by Retarded Adults." American Journal of Mental Deficiency 68: 80-84 (b);1963.

Jensen, A.R. and Rohwer, W.D., Jr. "Syntactical Mediation of Serial and Paired-Associate Learning as a Function of Age." Child Development 36:601-608;1965.

John, Vera P. "The Intellectual Development of Slum Children." American Journal of Orthopsychiatry 33:813-822;1963.

John, Vera P. "A Study of Sequential Speech in Young Children." Project Literacy Reports. Ithaca, New York: Cornell University, No. 2, 1964.

John, Vera P. and Goldstein, L.S. "The Social Context of Language Acquisition." Merril-Palmer Quarterly 10:265-275;1964.

Johnson, Granville B., Jr. "Relationship Between Bilingualism and Racial Attitude." Journal of Educational Psychology 42:357-365;1951.

Jones, W.R. "A Critical Study of Bilingualism and Non-Verbal Intelligence." British Journal of Educational Psychology 30:71-77;1960.

Joos, Martin. "Language and the School Child." Harvard Educational Review 34:203-210;1964.

Kendler, H.H. and D'Amato, May F. "A Comparison of Reversal Shifts and Nonreversal Shifts in Human Concept Formation Behavior." Journal of Experimental Psychology 49:165-174;1955.

Kendler, H.H. and Kendler, Tracy S. "Effect of Verbalization on Reversal Shifts in Children." Science 134:1619-1620;1961.

Kendler, Tracy S. "Development of Mediating Responses in Children." In J. Wright and J. Kagan (eds.) "Basic Cognitive Processes in Children." Monograph of the Society for Research in Child Development 28: 33-53;1963. (Serial No. 86)

Koch, Helen. "The Relation of 'Primary Mental Abilities' in Five-and-six-year-olds to Sex of Child and Characteristics of his Sibling." Child Development 25: 209-223;1954.

Labov, William A. "A Proposed Study of Negro and Puerto Rican Speech in New York City." Project Literacy Reports No. 2 Ithaca, New York: Cornell University, 1964. pp. 14-18.

Labov, William A. The Social Stratification of English in New York City. Unpublished Doctoral Dissertation, Columbia University, 1964. (Microfilming withheld until 1966)

Lambert, Wallace E. "Psychological Approaches to the Study of Language, Part II--On Second-Language Learning and Bilingualism." Modern Language Journal 47:114-121;1963.

Lambert, Wallace E.; Gardner, R.C. and others. "Attitudinal and Cognitive Aspects of Intensive Study of a Second Language." Journal of Abnormal and Social Psychology 66:358-368;1963.

Lenneberg, E.H. "The Capacity for Language Acquisition." In J.A. Fodor and J.J. Katz (eds.) The Structure of Language: Readings in the Philosophy of Language. Englewood Cliffs, New Jersey: Prentice-Hall, 1964 pp. 579-603.

Lenneberg, Eric (ed.) New Directions in the Study of Language. Cambridge: M.I.T. Press, 1964. 194 pp.

Lenneberg, E.H. "Understanding Language Without Ability to Speak: a Case Report." Journal of Abnormal and Social Psychology 65: 419-425; 1962.

Leopold, Werner F. "The Study of Child Language and Infant Bilingualism." Word 4:1-17; 1948.

Leopold, Werner F. Bibliography of Child Language. Evanston: Northwestern University Press, 1952. 115 pp.

Lesser, G.S.; Fifer, G. and Clark, D.H. "Mental Abilities of Children in Different Social and Cultural Groups." Monograph of the Society for Research in Child Development, Ed.: William Martin, Purdue University.

Luria, A.R. The Role of Speech in the Regulation of Normal and Abnormal Behavior. New York: Liveright, 1961. 148 pp.

McCarthy, Dorothea. "Language Development in Children." In L. Carmichael (ed.) Manual of Child Psychology. New York: Wiley, 1954. Ch. 9.

McDavid, Raven I., Jr. "Some Social Differences in Pronunciation." Language Learning 4:102-116; 1952-1953.

McDavid, Raven I., Jr. and McDavid, Virginia. "The Relationship of the Speech of American Negroes to the Speech of Whites." American Speech 26:3-17;1951.

Miller, N.E. and Dollard, J. Social Learning and Imitation. New Haven: Yale University Press, 1941. 341 pp.

Milner, Esther. "A Study of the Relationship Between Grade-One School Children and Patterns of Parent Child Interaction." Child Development 22:95-112;1951.

Mitchell, I.; Rosanoff, Isabel R. and Rosanoff, A.J. "A Study of Association in Negro Children." Psychological Review 26:354-359;1919.

Newton, Eunice S. "The Culturally Disadvantaged Child in our Verbal Schools." Journal of Negro Education 31:184-187; 1962.

Newton, Eunice S. "Planning for the Language Development of Disadvantaged Children and Youth." Journal of Negro Education 33:264-274;1964.

Noel, Doris I. "A Comparative Study of the Relationship Between the Quality of the Child's Language Usage and the Quality and Types of Language Used in the Home." Journal of Educational Research 47:161-167;1953.

Olim, E.G.; Hess, R.D. and Shipman, Virginia. "Relationship Between Mothers' Language Styles and Cognitive Styles of Urban Pre-School Children." Paper Presented at Society for Research in Child Development, Minneapolis, March, 1965.

Orata, Pedro T. "The Iloilo Experiment in Education Through the Vernacular." In The Use of Vernacular Languages in Education. UNESCO, 1953. pp. 123-131.

*Pasamanick, B. "Comparative Psychological Studies of Negroes and Whites in the United States." Psychological Bulletin 59:243-247;1962.

Pasamanick, Benjamin and Knobloch, Hilda. "Early Language Behavior in Negro Children and the Testing of Intelligence." Journal of Abnormal Psychology 50:401-402;1955.

*Pavenstedt, Eleanor. "A Comparison of the Child-Rearing Environment of Upper-Lower and Very Low-Lower Class Families." American Journal of Orthopsychiatry 35:89-98;1965.

Pederson, Lee A. The Pronunciation of English in Metropolitan Chicago: Vowels and Consonants. Unpublished Doctoral Dissertation. University of Chicago, 1964.

Pringle-Kellmer, M.L. and Bossio, V. "A Study of Deprived Children." Part II, Language Development and Reading Attainment." Journal of Vita Humana 1:142-170;1958.

Pringle-Kellmer, M.L. and others. "The Effects of Early Deprivation on Speech Development." Journal of Language and Speech 1:269-287;1958.

*Radin, Norma and Kamii, Constance K. "The Child Rearing Attitudes of Disadvantaged Negro Mothers." Journal of Negro Education 34:138-146;1965.

Rheingold, H. and Bayley, N. "The Later Effects of an Experimental Modification of Mothering." Child Development 30:363-372, 1959.

Rheingold, Harriet L., Gewirtz, J.L. and Ross, Helen. "Social Conditioning of Vocalizations in the Infant." Journal of Comparative Physiological Psychology 52:68-73, 1959.

*Riessman, Frank. "The Overlooked Positives of Disadvantaged Groups." Journal of Negro Education 33:225-231,1964.

Rohwer, William D., Jr. and Davidson, Robert E. "The Use of Linguistic Structures in Learning." Project Literacy Reports No. 3, Ithaca, New York: Cornell University, 1964.

Rohwer, William D., Jr. The Verbal Facilitation of Paired-Associate Learning. Unpublished Doctoral Dissertation. University of California, 1964. Dissertation Abstracts, University Microfilms Inc., Ann Arbor, Michigan (Order No. 64-13,088)

Rosenbaum, P.S. "Prerequisites for Linguistic Studies on the Effects of Dialect Differences on Learning to Read." Project Literacy Reports. Ithaca, New York: Cornell University, No. 2, 26-30, 1964.

Sapon, Stanley M. "'Receptive' and 'expressive' language." Paper presented at the American Psychological Association, 1965. Ex. off., Arthur Brayfield, 1333 16th Street, N.W., Washington 6, D.C.

Saporta, Sol (ed.) Psycholinguistics. New York: Holt, Rinehart and Winston, 1961. 551 pp.

Sasaki, Tom T. and Olmstead, David. "Navaho Acculturation and English Language Skills." American Anthropologist 55:89-99, 1953.

Schatzman, L. and Strauss, A. "Social Class and Modes of Communication." American Journal of Sociology 60:329-338; 1955.

Shuy, Roger (ed.) Social Dialects and Language Learning: A Report of a Conference Sponsored by Illinois Institute of Technology and the National Conference of Teachers of English, Cooperative Research Project No. OE 5-10-148, 1964. 157 pp.

Smith, Madora E. "A Study of Some Factors Influencing the Development of the Sentence in Preschool Children." Journal of Genetic Psychology 46: 182-212, 1935.

Smith, M.E. "Some Light on the Problem of Bilingualism as Found From a Study of the Progress in Mastery of English Among Pre-School Children of Non-American Ancestry in Hawaii." Genetic Psychology Monograph 21: 119-284, 1939.

Stewart, William A. (ed.) Non-Standard Speech and the Teaching of English. Washington, D.C.: Center for Applied Linguistics, 1964.

Strodtbeck, Fred. "The Hidden Curriculum of the Middle Class Home." In C.W. Hunnicutt (ed.) Urban Education and Cultural Deprivation. Syracuse: University Division of Summer Sessions, Syracuse University, 1964.

Templin, Mildred C. Certain Language Skills in Children: Their Development and Interrelationships. Minneapolis: University of Minnesota Press, 1957. 183 pp.

SUBSCRIPTION POLICY

On the basis of government support for the IRCD BULLETIN we will not be charging subscribers for future editions. Professional persons and organizations interested in receiving the BULLETIN regularly should use the following subscription form.

IRCD SUBSCRIPTION FORM

Name (print) _____

Address _____

Post Office _____ **Zip Code** _____

Professional Affiliation _____

Tear off and mail to:
IRCD
Ferkauf Graduate School of Education, Yeshiva University, 55 Fifth Avenue, New York, N.Y. 10003

Thomas, D.R. Oral Language, Sentence Structure and Vocabulary of Kindergarten Children Living in Low Socio-Economic Urban Areas. Unpublished Doctoral Dissertation, Wayne State University, 1962. Dissertation Abstracts, University of Michigan Microfilms Inc., Ann Arbor, Michigan. (Order No. 62-3918)

Vygotsky, L.A. Thought and Language. Edited and Translated by Eugenia Hanfman and Gertrude Vakar. New York and London: John Wiley and Sons, Inc. 1962. 168 pp.

Weaver, Carl H., Furbee, Catherine and Everhart, Rodney W. "Paternal Occupational Class and Articulatory Defects in Children." Journal of Speech and Hearing Disorders. 25: 171-175, 1960.

Weinreich, Uriel. Languages in Contact: Findings and Problems. New York: Linguistic Circle of New York, 1953. 148 pp.

Weissberg, P. "Social and Non-Social Conditioning of Infant Vocalizations." Child Development 34: 377-388, 1963.

Wortis, H. and others. "Child-Rearing Practices in a Low-Socio-economic Group." Pediatrics 32:298-307, 1963.

*Our center can furnish abstracts of those items marked with an asterisk (10¢ per page for duplicating costs). The Center is in the process of acquiring most of the items listed in the bibliography; check with us, however, if you plan to visit the Center in search of material listed above.

SERVICES AVAILABLE THROUGH IRCD

1. The entire collection of materials on the education of socially-disadvantaged children and youth -- books, reports, abstracts of articles, newspaper clippings, bibliography files, and other materials -- is available for use at the Center, Monday through Friday, 10:00 AM to 5:00 PM.

2. A periodic statement of developments in the field of compensatory education, including a comprehensive bibliography, is provided upon request.

3. Special bibliographies on specific topics are compiled and provided upon request.

4. Copies of available abstracts relating to specific topics are provided upon request.

5. Other requests for information are fulfilled insofar as resources permit, especially requests which define specifically the types of information sought.

6. Each issue of the IRCD BULLETIN includes, among other things, a selected bibliography on some aspect of the field. (The BULLETIN is published five times during the year.)

The services are made available through funds provided by the College Entrance Examination Board, the U.S. Office of Economic Opportunity, the U.S. Office of Education, and Yeshiva University.

IRCD BULLETIN
Vol. I, No. 5, November, 1965

Edmund W. Gordon - Editor
Ferkauf Graduate School of Education
Yeshiva University
55 Fifth Avenue New York, N.Y. 10003

Non-Profit Org.
U. S. Postage
PAID
New York, N. Y.
Permit No. 1920

THIRD CLASS
RETURN REQUESTED